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THE SCHOOLMISTRESS IN LITERATURE.

THE poet, novelist, or biographer, has rarely been employed in inditing sonnets on the charms, extolling the virtues, or narrating the life history of one engaged in the prosaic, toilsome duties of a schoolmistress. And seldom has the latter, diverting her pen from its legitimate labor of setting copies, or filling out registers, sought bread, fame, or the vindication of truth and right, through the medium of authorship.

Statements so perfectly plain and simple in their nature, as the above, have as little need of arguments to sustain or increase their plausibility as a barberry-bush has of a trellis to support its growth; and, doubtless, the thoughts expressed are deserving of no higher degree of credit for originating the following, than is accorded to the stalk which, under the disciplining hand of the florist, becomes the foster-parent of the yellow rose.

Actuated by the same motive as the naturalist who, instead of contenting himself with remarking the *scarcity* of any particular species, would only search more diligently for specimens, I have, for a similar purpose, strolled into the field of literature, and now present the results of my efforts, although characterized by the incompleteness which ever marks the labors of the novice.

Precedence on our list is unquestionably due to Shenstone's "Schoolmistress," so effectually was Fame's trumpet blown to sound the praise of her modest merit more than a century ago.

The tasteful and imaginative proprietor of the Leasowes, whose pleasing fancies, and the adverse circumstances attending their indulgence, challenged at once the admiration and sympathy of his contemporaries, has claims upon our grateful remembrance for having so faithfully portrayed the person and character of his early instructress in a style equally free from mischievous slander, ridicule, or extravagant eulogy.

So graphic a picture of such marked individualism justly claims more than a mere passing glance; and that we may coolly contemplate it, we will note down a few of the most prominent points.

The poet wastes no words in describing the "hall of learning;" it is simply

"A lowly shed where dwells
A matron old, whom we schoolmistress name."

The most conspicuous object near, judging from the immediate notice of it, is a birchen tree, familiarity with which, in more senses than one, is betokened by the vividness of his description of the peculiar emotions inspired by its sight.

Approaching nearer the cottage,

—"At the door imprisoning board is seen,
Lest weakly wights of smaller size should stray;
Eager, perdie, to bask in sunny day!"

We must confess a degree of womanly curiosity concerning the furnishing of the "nursery department," and the kind of intellectual nutriment which was found best adapted to the development of those infant minds.

The seeds of instruction were here sown, and the "birchen scepter" swayed, by an ancient dame, whose homespun garments of sober russet and grain-dyed blue, with cap of snowy whiteness, bespoke a regard for becoming decency, and probably, still deeper, a heeding of the apostle's injunction, that woman should adorn herself, not with "costly array," but in "modest apparel," and "with good works."

It is probable that, if Solomon had delineated the character of

an exemplary teacher, it would have differed somewhat from the model of female virtue found in the thirty-first chapter of Proverbs ; and certain it is, that, in our time, implements of manual labor are considered out of place in the schoolroom ; yet, doubtless, this notable woman found that attention to her " wheel " was not incompatible with the faithful discharge of the duties of her profession. Perhaps the same beneficial influence that is now attributed to musical instruments of greater pretensions, was exerted by its soothing buzz.

Be this as it may, the worthy dame's musical talent is spoken of in terms of such genuine praise, that the inference is natural, that this department was not neglected in the school exercises.

But to speak of all her quaint personalities, of her just sense of the dignity of her office, which could not brook a disrespectful form of address, of her teachings of prudence, and expositions of the economy of nature, so aptly illustrated and enforced by the example of her feathered brood ; of the eminent practicalness of her botanical knowledge, of the lessons she drew from history — would require more space than we feel at liberty to occupy.

She was not deficient in a knowledge of human nature, as the following lines emphatically attest :

" Right well she knew each temper to descry ;
To thwart the proud, and the submiss to raise ;
Some with vile copper prize exalt on high,
And some entice with pittance small of praise ;
And other some with baleful sprig she frays ;
E'en absent, she the reins of power doth hold,
While with quaint arts the giddy crowd she sways,
Forewarn'd, if little bird their pranks behold,
'T will whisper in her ear, and all the scene unfold."

We refrain from comments on her various modes of discipline ; for, although popular opinion has risen to a higher level since her day, yet, even now, of how few can it be said, that their outward acts are the embodiment of their highest conceptions of right ?

Contemporary with the preceding were the earliest instructors of Johnson and Goldsmith.

Dame Oliver, " who," Boswell says, " was the first that taught Johnson to read English," evinced her simple good-heartedness,

and her appreciation of his talents, when, as he was on the eve of starting for Oxford, she brought him a present of some gingerbread, accompanying it with the remark, that "he was the best scholar she ever had." It is pleasing to know that the sincerity of this was appreciated by Johnson, as his biographer tells us that "he was delighted in mentioning it, adding, with a smile, that it was as high a proof of his merit as he could well conceive."

Apparently, the case was far otherwise with poor Goldsmith; for, although we are told that it was the "pride and boast of Mistress Elizabeth Delap that she was the first to put a book in his hands," yet she was obliged to confess that "he was one of the *dullest* boys she ever dealt with." Mistress Delap's half century's work of teaching could not but have given her some appearance of dulness.

The sketches of schools and teachers found in Crabbe's pictures of humble life are so similar to the foregoing, that, without pausing to inspect more minutely, we will now close our account of what might be termed the *fossils* of our collection, a class of teachers that has passed away, leaving, so far as we are aware, no representative now in existence.

Endowment with another talent gives the schoolmistress in the literature of the next period a higher rank. We are happy here to note the names of the gifted Mrs. Barbauld, the appreciated assistant of her husband in teaching, the successful imitator of Johnson, though not without original merit, whose works for the young are said to "have formed a new era in the art of instruction;" Jane Taylor, the wide-spread popularity of whose "Original Poems for Infant Minds," and "Rhymes for the Nursery," is a sufficient attestation of their enduring excellence; and not less widely known and loved, that devoted philanthropist and talented writer, Hannah More, who, with an untiring zeal in behalf of the poor and degraded, exerted herself to establish schools, wrote books purposely to supply the lack of cheap and instructive reading, and often personally instructed the teachers.

They have passed away; but, as long as noble deeds are held in grateful remembrance, and good books continue to receive the attention of interested readers, their influence will linger around us like odor that is exhaled from withered, but still fragrant flowers.

What a world of new emotions arise, as we pass from these to the name of Charlotte Bronte, to recollect whom as a teacher, the readers of *Jane Eyre* need no "reminder!"

Unweariedly toiling, not for her own sake, but for that of others, patiently enduring more disappointments than fall to the ordinary lot of mortals, giving intensity to her writings by dipping her pen, as it were, into her own life-blood, her labors were soon ended, and scarce did the world learn to love, ere it was called to lament.

We have lingered too long on the other side of the Atlantic to speak with even equal justice of the female teachers of our own country.

Mrs. Rowson, a popular authoress and teacher, half a century ago or more, now lives but in the hearts of her former pupils. In how many hearts does Mary Lyon thus live! Others like these "have finished their course" in this, as it has been styled, "primary school" of our existence; but still with us, and still loved and appreciated, are those whose example should not only encourage us to devote ourselves to the same noble work; but should excite a spirit of "proper emulation."

Among those who have, for a time, devoted themselves to the work of instruction, perhaps none are more extensively known and esteemed through the productions of their own pens, than Mrs. Sigourney and Miss Beecher; while the heartfelt devotedness to the cause of education which marked the labors of Mrs. Willard, and Mrs. Banister, and which is still evinced to a remarkable degree by the unweariedness of Miss Hasseltine, "Honorary Principal" of Bradford Academy, who, although past the allotted threescore years and ten, has not entirely relinquished the active duties of her vocation, has given to them, a high rank among the "honorable women" of our land.

We would not omit to testify our regard for the heroine of that charming little "breakfast table episode," which the susceptible "Autocrat" has so cautiously invested with such a tantalizing semi-obscurity, but, as anything like a mere matter-of-fact view of this would injure the effect, explanatory notes are here as little to be desired as the aid of a candle to illuminate the shadowy beauties of "fair Melrose" "by the pale moonlight;" and, with a notice as

brief as a bridal call, though in naught else resembling, we will pass on to our last example, ending, as we commenced, with a poetical effusion entitled "The Schoolmistress."

Separated from it by an ocean of space and more than a century of time, the portrait delineated by a New York teacher, and appearing in one of our School Monthlies, a few years since, bears little resemblance to our first acquaintance. The authoress has given a lively sketch of a youthful maiden's experience in school-teaching, one phase of which is thus somewhat ironically alluded to:

"And though sometimes the details of the day were dry,
Night always brought a rich variety."

She enjoyed a rare opportunity ; for, adds our authoress :

"To study character in all its phases found,
And *fairly dine on human nature*, just board round."

Our friend, commencing her avocation with a love for its duties, and a firm faith in her ability to discharge them aright, "grew older and wiser, taught by rich experience," and received a merited reward in the success which crowned her diligent efforts.

Having finished the allotted task, I lay down my pen, trusting that

"Not what I did, but what I strove to do,"

the subject, not the results, of my reflections, may be deemed not unworthy of consideration.

I venture to conclude with the words of another, which are only too beautiful to accompany my offering of

— "More tares than wheat, —
Brambles and flowers, dry stalks and withered leaves."

"The time for toil is past, and night has come,
The last and saddest of the harvest eves ;
Worn out with labor long and wearisome,
Drooping and faint, the reapers hasten home,
Each laden with his sheaves.

"Last of the laborers, thy feet I gain,
 Lord of the harvest! and my spirit grieves
 That I am burdened not so much with grain
 As with a weariness of heart and brain;
 Master, behold my sheaves!

"Few, light and worthless; yet their trifling weight
 Through all my brain a weary aching leaves;
 For long I struggled with my hapless fate,
 And staid and toiled till it was dark and late;
 Yet these are all my sheaves."

M. H. G.

AMBITION'S TOIL AND END.

A VISION OF LIFE.

WHEN Night kept silent vigil o'er the world,
 And Slumber's angel far had scattered round
 The generous white-winged seeds of welcome rest, —
 Alike to languid manhood, weak and old,
 And cherished, guileless babe, untaught, as yet,
 To count life's cares by shining grains of earth, —
 I dreamed. And visions full of fancies fleet,
 Of wild and sober truth in union blent,
 Were given to me; and tuneless songs unheard,
 And hollow, voiceless words oft came to me;
 And these as symbols of the days that were,
 The bounding Present, and the dim "To come."

Methought I trod a spacious hall where dwelt
 The varied forms that haunt our fleeting Life.
 The floor, of white and veinless marble made,
 Asked threescore years and ten to tread it o'er.
 Athwart the hollow dome, on wings of air,
 Passed to and fro mysterious phantom shapes.
 And, floating here and there, a song I heard,
 A song that silence made more silent still;
 And now and then with gentle cadence came
 The timely chorus, sequel of the tale: —
 "Thy life is but a fragment, cut away
 From the endless web of vast Eternity;
 It fleeth as a vapor, and is gone."
 And Echo, perched in equal altitude,

Repeated low, "a vapor, and is gone."
And lonely lights strayed through the haunted air,
So soft as borrowed from the stars' farewell.
And o'er the far-receding moss-grown walls
Came trooping up a host of pictured forms ;
A moment tarried they, then, gliding, passed,
Till distance, blent with dimness, hid the scene.

At length this vision came, — a valley filled
With moving human life, a craggy height,
Whose summit upward stretched beyond the clouds.
A radiant figure crowned the high ascent,
Whose robe was dazzling as the morning light ;
And with a siren voice she sung the songs
Of empty Fame, Ambition's eldest born ;
And with extended hand she beckoned toward
The unnumbered multitude that thronged the vale.

Most, by a wistful glance, gave quick response ;
A few, who trod the way with cautious step,
Saw not the alluring height, nor wished to see.
Before them lay the rugged, narrow path
That leads to realms of immortality.
And with fixed eye and eager haste they ran,
Nor rested till, full satisfied, they sat
And drank the promised cup of life, and sang
The choral song, with harp of gold, within
The temple of the great Invisible.

The mass beheld the enticing glow, and wished
To bask within its sunny atmosphere.
But when some, doubting, saw the tangled brake,
And heard the wild beast bounding through the wood,
They gave an oft-repeated sigh, and said,
" 'T is toil that pays the price of Fame ;
And as for yonder unfrequented way,
I'll seek it not ; " as if they deemed themselves
Unworthy endless bliss ; then onward sped,
And passed the bound of Death's Cimmerian vale,
In hope to bathe in Lethe evermore,
Or Aidenn find across the gloom. Vain hope !
For who, that sows the fickle wind, can trust
To reap a harvest, save the mocking gale ?

The rest, with strong and firmly-set resolve,
Went searching round and round to find whate'er
The journey asked ; this done, with staff in hand,
In priestly garment clad, as worshippers,

They struggled up the rocky mountain path.
 Each at his side a silver trumpet bore,
 To tell to all an upward footstep gained.
 And smoke of incense climbed the ambient air
 From wayside altars rising high, whereon
 Successive burned, with feeble, saddening glow,
 The heart's most hallowed wealth. 'The ambrosial germ
 Of holy Love, — the twining ivy-band
 Of kindred hearts, — was rudely torn away,
 And fed the tireless sacrificial flame.
 And often one, of wonted vigor shorn,
 Pruned close the vital plant of life, and cast
 The sundered twigs within the altar's brim;
 Then resolute sprang up the weary way.
 This higher foothold gained, he binds the last
 Frail gleanings of his strength, and winds again
 His silver horn, then lays him down, and gives
 His worn-out breath to swell the mountain winds
 That pipe a dirge for him who comes no more.

A few, of giant strength, the summit gained, —
 The utmost height their yearning sought, in hope
 To find the sure, delicious rest of peace.
 Alas, for stricken, bleeding Hope deferred!
 The brilliant form becomes a rainless cloud;
 The vulture's cry succeeds the siren song;
 They seem to hear a Tekel in each wind,
 Anathema from out each answering cave!
 Bent low with weariness and fear, they find
 The harvest-time is past, the summer gone,
 And endless joy unfound; and sleep at last
 Within the folds of Nature's common couch.

M. M. N.

DR. ARNOLD once observed of a bad pupil and his instruction:
 "It is very often like kicking a football up a hill. You kick it
 upwards twenty yards, and it rolls back nineteen. Still you have
 gained one yard, and then in a good many kicks you make some
 progress." Here is genuine encouragement for the teacher placed
 among the rough and rude. It is not in the nature of instruction
 and correction, wholly to be thrown away.

ENGLISH VERBS.

GRAMMAR is that science which, in its particular application, exhibits the laws and usages of a language. The great leading principles of grammar are the same in all languages, for they are founded in the relations of ideas, but, in the mode of expressing those relations, there is diversity.

The ancient languages, and, to some extent, most of the modern, indicate the relations of words by affixes to the stem, — affixes of declension and conjugation. The English language prefers, for this end, the employment of subsidiary words, prepositions and auxiliary verbs. This constitutes a generic difference in our language, and deserves more consideration than has been hitherto given to it.

The moods and tenses of the Latin verb are definitely determined by the various forms which the verb assumes ; but on what principle shall we fix the like parts in our grammar ? Shall we assume that every English form of expression has the same grammatical value as its Latin equivalent ? Because *amabo* is the future tense of *amo*, and is translated by *I shall love*, is, therefore, *shall love* a future tense in English ? But, is it not evident that this is denying to the English language a grammatical character at all, and making what is called its grammar, a mere echo of the Latin ? Its own constitution is entirely disregarded, and it is forced to conform to a foreign rule. To deal with it thus is like making Cossacks observe the regulations of English heavy cavalry.

The earlier writers on English grammar carried their imitation of the Latin still farther, and gave to the noun six cases, of which some were distinguished from others, only, by the employment of different prepositions. In time, it came to be considered that the preposition was no part of the noun ; and, as the form of the noun did not alter with a change of prepositions, and the difference of signification lay wholly with the preposition, the prepositional cases were rejected, and the regimen of the preposition was made the same as that of the transitive verb. Now, why should not a principle so manifestly correct, so truly scientific, so universally admitted with respect to the noun, be applied likewise to the verb ?

There is one difference, however, important to be observed, namely, that, whereas the preposition is in its nature wholly foreign to the noun, and is therefore properly declared to make no part of it, the auxiliary on the other hand is a verb; and, as it would be cumbersome and strange to treat the auxiliary and the principal verb separately, they are admitted to make up one etymological form.

But the question is, when similar combinations are made, that is, the same part of the principal verb is joined with different auxiliaries, are we to give them different grammatical denominations? Compare the expressions — *I do love, I will love, I can love*. It is evident that the part of the principal verb is the same (infinitive) in all; and that the difference of meaning, as well as form, is in the auxiliaries alone. But these again are similar, in that they are the present forms of their respective verbs, and have their corresponding past forms, *did, would, could*. These forms of expression have then, in all respects, the same grammatical character; and it is reasonable to conclude that they should have the same place in the conjugation of the verb.

But it is urged that the different auxiliaries affect the verb with different significations; *will* implies futurity, and *can* potentiality. These meanings, however, are not so constant nor so direct as to justify their being made the basis of a distinction of mood and tense. *Will* does not always imply futurity, but more often a simple willingness, a present disposition. In the sentences — “Will you do me a favor?” “I will, gladly;” the inquiry and the reply have reference only to the disposition of the person interrogated, and not to his future action. When our Lord said to the unbelieving Jews, “Ye will not come unto me that ye might have life,” he did not mean to foretell their ultimate rejection of him, but to accuse their present refusal of his grace. The truth is, *the English verb has no future tense*, but its place is supplied by a periphrase, of which there are four forms in common use, differing in their shades of meaning, namely: “*I will write, I shall write, I am going to write, I am about to write*.”

The Latin language sometimes employs the subjunctive mood, (which, in that language, has a form quite distinct from that of the indicative,) to soften an assertion; as, (to translate,) in the ex-

pressions, "*You may ask ;*" "*No one would concede ;*" "*Who can doubt ?*" instead of the more direct forms of speech, "*You ask ;*" "*No one concedes ;*" "*Who doubts ?*" This is called the potential subjunctive mood. See *Zumpt's Latin Grammar*, Anthon's edition, § 527. 3.

In a similar modification of assertions, we employ, as is seen above, the auxiliaries *may*, *can*, *might*, *could*, and *would*. But is it not plain that we do not always employ these auxiliaries in that signification ? "*I can sing ;*" "*You would not come ;*" "*He may stay ;*" are assertions as positive and direct as any that can be made. Where, then, the propriety of making these auxiliaries always signs of the potential mood ?

Truth is always consistent ; error, only enough so to deceive. As, in a well executed picture of mosaic, each individual particle of stone, though irregular and many-sided, fits exactly to every contiguous particle, so that the whole is even and entire, so, in a true system, every individual truth agrees with every other truth with which it has relation. This praise does not belong to the prevailing system of English grammar.

The arbitrary manner, in which the auxiliaries are disposed of, sets at defiance the received definitions of moods and tenses. Thus, while *shall* and *will* are made, under all circumstances, the signs of the future tense indicative, their past forms, *should* and *would*, are as invariably made signs of the past tense potential, without the least recognition of their implying futurity. Yet is not "*I told you I would come to-day,*" as certainly declarative and prospective as "*I will come to-morrow*" ?

It is the great error of the present method of treating verbs, that it attempts to base the distinction of moods and tenses upon the signification of composite forms of varying significance. It seizes upon one of such significations, and from it determines the grammatical denomination of the form which embraces it, without regarding its import at other times. A true system, on the other hand, not only would not widely separate forms which have a relationship of meaning, but would seek to bring together combinations which have only an external resemblance. Thus, we have said, there is a similarity of form in the expressions, *I will love*, *I do love*, *I can love*. On that ground, they deserve to be classed

together; and the arrangement may be extended so as to embrace *may love, shall love, and must love.*

Let us now compare together *I love* and *I do love*. They are the same, as to signification, in all except the emphasis imparted by the auxiliary. In mood and tense, therefore, they are identical. But we must give a grammatical denomination to their difference of form; and, as mood and tense are excluded, let us call it *conjugation*, for which we have a precedent in the periphrastic conjugation of the Latin verb. (*Zumpt's Grammar*, § 168. 10.) *I love* may be called the *simple conjugation*, inasmuch as it takes no distinctive auxiliary; and *I do love* may, for the opposite reason, be called the *composite conjugation*. Of course, under the latter name fall the forms, *I shall love, I will love, I may love, I can love, and I must love.*

Having thus disposed of these forms, we shall find others demanding an equable disposition for themselves. Thus, *I am loving, I am loved, I may be loving, I may be loved*, will claim to have names and places assigned them.

Let us then compare together *I love* and *I am loving*. Here we see there is a difference of meaning as well as of form. They are indeed both declarative, but the former is more general, and the latter more definite. If we say, "John *writes* for the papers," we only affirm what is John's usual occupation, not his present action. But, if I say, "John *is writing* in his copy-book," I tell what he is doing at the present moment. The form, *I am loving*, may therefore be called the definite conjugation.*

Again, if we compare *I am loving*, and *I am loved*, we shall see that, in signification, one is active and the other is passive; and that, in form, while they employ the same auxiliary, (*be,*) the former takes the participle in *ing*, and the latter that in *ed*. These participles are generally regarded as exhibiting a difference of tense; but they are more strikingly distinguished by a difference of voice, the one in *ing* being active, and that in *ed* being always passive, except when joined with the auxiliary *have*, when its meaning is

*Other writers have taken a different view of this form of expression; and, regarding it as denoting an incomplete action, have called it,—some, the *imperfect*, others, the *progressive*, form of the verb. The present writer is indifferent to names.

changed to active. The participles impart to the forms into which they enter, their own characteristic signification ; hence, the form, *I am loved*, as distinguished from *I am loving*, may be called the passive conjugation.

From what has been already said, it is manifest that the proper designation of the remaining forms, *I may be loving*, *I may be loved*, are the *composite definite*, and the *composite passive conjugations*.

All the forms of the English verb, then, may be reduced to six conjugations, three primary, distinguished from each other by the parts of the principal verb used, as *love*, *loving*, *loved* ; the others secondary, being made from the former by prefixing to their forms respectively, the auxiliaries *do*, *shall*, *will*, *may*, *can*, and *must*, thus :

PRIMARY,	I love,	I am loving,	I am loved.
SECONDARY,	I may love,	I may be loving,	I may be loved.

Each of these conjugations has its own system of moods, tenses, etc., as exhibited in the following tables :

PRIMARY CONJUGATION. (Simple.)				
	Moods.	Indicative.	Imperative.	Infinitive.
TENSES.	<i>Present</i> ,	I love,	Love,	To love,
	<i>Past</i> ,	I loved,		
	<i>Perfect</i> ,	I have loved,		To have loved,
	<i>Past Perfect</i> ,	I had loved.		Having loved.

SECONDARY CONJUGATION. (Composite.)		
	Moods.	Indicative.
TENSES.	<i>Present</i> ,	I may love,
	<i>Past</i> ,	I might love.
	<i>Perfect</i> ,	I may have loved.
	<i>Past Perfect</i> ,	I might have loved.

The subjunctive mood, having, for the most part, the same forms as the indicative, is not given in these tables.

There remains one other auxiliary, *have*, which deserves our special consideration, for the reason that this alone is not the element of conjugation, but is a true *tense sign*. The action of this auxiliary is very remarkable. It parts with that signification which belongs to it as a principal verb, and comes to impart to the signification of the principal verb merely the idea of completeness ; at the same time, it changes the meaning of the past participle of a

transitive verb, (the part with which it is joined,) from passive to active. It is found in all the moods except the imperative; of all the conjugations excepting the composite with *do*. These peculiarities not only mark distinctly its tense character, but also forbid its being adduced as presenting an inconsistency in our method of dealing with the composite forms of verbs. The exception proves the rule.

It may seem that the adoption of six conjugations is introducing greater complexity where greater simplicity is desirable. But, of course, it is not in our power, either to increase or to diminish the forms which the genius of the language and common use have given to the verb. We only propose a new distribution of them, one which, because of its more philosophic character, is, in truth, more simple, and which, experience in the recitation room has proved to us to be of the easiest acquisition.

NOTE. — It might remove the objection of some persons, to this scheme of *conjugations*, if the number were reduced from *six* to *three*, which may be done by declaring them to subsist in double forms, thus:

	Active.	Definite.	Passive.
<i>Simple Form,</i>	I love,	I am loving,	am loved.
<i>Composite Form,</i>	I do love,	I may be loving,	I may be loved.

VINCENNES, INDIANA.

R. C.

A SCHOOL SONG OF FAREWELL.

HOPE, sweet singer of the skies,
As our farewell murmurs rise,
Wakes, to numbers long and deep,
Tones that o'er life's harp-strings sweep;
And Love's gentle footstep falls
In the heart's dim, silent halls,
As she wanders, rapt in prayer,
Rousing hallowed memories there.

Hallowed memories of the Past,
Gilding all, this hour, — the last!
And their golden glances stray,
Like the gleams at break of day,
Through the dreamy realms before,
To the seraph-trodden shore.
Sisters, meet we, when life's fled,
There, where no "Farewell" is said.

M. M.

THE MIND.

PEARLS lie beneath the ocean,
 And diamonds rich and rare ;
 The foaming billows rest on
 A bed of jewels fair.
 The canopy of heaven,
 So very far away,
 Is bright with shining planets,
 Which sing a holy lay.

In hollows dark and dreary,
 In places lone and wild,
 Where man doth not inhabit,
 And where there plays no child, —
 E'en there, how many flowers,
 With beauteous hue and shade,
 And with delicious perfume,
 The God of heaven hath made !

A treasure, richer, fairer,
 Than pearl or shining star,
 Or any fragrant blossom
 That scents the air afar,
 This kind and heavenly Father
 Hath given to us below —
 A MIND, — the gift most precious
 Of all he can bestow.

To polish this bright jewel,
 To guard this beauteous flower,
 Is given to the teacher ; —
 Where shall she seek the power ?
 He'll guide her by His wisdom,
 He'll strengthen from on high,
 He'll bless, who always answers
 His children when they cry.

S. A. H.

A WAIF. — "The talented sister of a learned and humorous man was studying metaphysics. Puzzled by the mazes of the subject, she applied to him for definitions. 'Brother,' she asked, 'what is mind?' Looking from his book, he wittily and evasively replied, 'No matter.' She pondered the answer, and, presently returning, asked, 'But, brother, what is matter?' and received the laconic reply, 'Never mind.'"

CYRUS PEIRCE.

CYRUS PEIRCE, whose name stands at the head of this article, was born in Waltham, Massachusetts, on the 15th of August, 1790. At the early age of sixteen, he entered Harvard College, from which he graduated in 1810. During his second year of college life, he commenced his successful career of teaching in West Newton, which was afterwards the scene of some of his most important labors, and where, having finished his course, he laid himself down to die.

Soon after leaving college, Mr. Peirce took charge of a private School in Nantucket, which he conducted with signal ability for two years. It had been his cherished plan, for some time, to devote his life to the work of the gospel ministry, and, for that purpose, he returned to Cambridge, where he spent three years of laborious study in his preparation. Before entering upon the duties of his profession, however, he listened to the urgent solicitations of his friends in Nantucket, and resumed his labors as a teacher. Here he remained three years. About a year after his return, he married a Miss Coffin, who had been, for some time, a distinguished pupil of his.

In 1819, he was settled over a church in North Reading. In that place, he labored with the greatest assiduity for eight years. After many doubts, and much severe self-examination, he was led to conclude that he was not engaged in that sphere of labor in which he could accomplish the greatest good. Accordingly, he resigned his charge in North Reading, and abandoned the profession, and commenced once more the work of teaching.

The four years immediately following his resignation, he was engaged in teaching, in North Andover. At the expiration of that time, the invitation of his friends in Nantucket was so urgent, that he finally yielded to their wishes, and removed again to that place, where he was received with the utmost cordiality. Here he was employed for six years, as formerly, in a private school. While thus engaged, he was mainly instrumental in securing a better organization of the public schools of the island, and was regarded, by the committee and the people, as the most suitable per-

son to become the Principal of the Nantucket High School. The position was not so lucrative as the one in which he was already engaged, but it was one in which he could be more useful, and that, for Mr. Peirce, was sufficient. Without hesitation, he accepted the unanimous appointment, and entered upon his duties in the year 1837.

About this time, the Massachusetts Board of Education was established. Its first Secretary was the Hon. Horace Mann, late President of Antioch College. In his visits to the different schools of the State, he became acquainted with Mr. Peirce, then at the head of the High School at Nantucket. Here he more than realized his ideal of what every school should be. He became more and more convinced of the necessity of a school for the preparation of Teachers, and was confident that Mr. Peirce was the man to give to it shape and character. The liberality of Edmund Dwight induced the Legislature to make an appropriation for the purpose of establishing such a school; and Mr. Peirce was unanimously elected Principal of the first Normal School in this country.

The inhabitants of that lovely island, to whom he had united himself by almost indissoluble ties, could not easily be persuaded to relinquish, even for so noble an object, their favorite teacher; nor was it without a struggle that he could break away from those scenes in the midst of which he had passed so many happy, yet laborious hours, and where he was so much loved and respected. No one, however, saw more clearly the deficiencies of our Common Schools, or felt more fully the need of a thorough preparation for the teacher's work, or was more willing to sacrifice his life, if, by that means, he could secure a permanent good, than Mr. Peirce. Led by this spirit, he accepted the appointment, and declared that he "would rather die than fail in the undertaking."

He commenced his labors in this new field, at Lexington, on the 3d of July, 1839. He continued his almost gigantic labors in that place, for three years, when his health gave way, and he was compelled to resign. His only prospect now was that of an invalid; but freedom from toil, and the healthful air of Nantucket, whither he had repaired, as he supposed, to spend his remaining days, soon restored him to health and vigor, and, in two years, he was re-elected, by the Board of Education, to the Principalship of the

Normal School, then removed to West Newton ; his successor, the Rev. Samuel J. May, having resigned in his favor. The period of his labors, at that time, was only five years ; but these contain the history of a life whose influence is immortal. Again he was compelled to yield to the insidious power of disease, and, in the summer of 1849, closed his labors in the Normal School, of which he had had the charge for eight years. The necessity for this step was deeply regretted by all who knew him.

Soon after this, he accepted an appointment by the American Peace Society as one of their representatives to the World's Peace Congress, which held its sessions in Paris. To aid him in this object, his friends and pupils contributed a purse of several hundred dollars. After the breaking up of the Peace Congress, he spent several months in travel and study, visiting some of the principal cities of Europe, and those portions of the country most noted for their historical associations. He returned in 1850, and not long after, associated himself with Mr. N. T. Allen, in his successful private school at West Newton, in the same building in which he had for so long a time presided as the head of the Normal School. His labors continued in that place until about two years since, when he withdrew from the active duties of the school-room on account of the infirmities of age, although his heart was still young and vigorous, and the spirit that animated him was as fresh as ever.

Much of the time for the last two years, he was a great, but patient, sufferer. He bore the pain of sickness with Christian resignation. On Friday, the sixth of April, God sent his ministering angel, Death, to call him home, and on Tuesday, the tenth, all that was mortal of Father Peirce, that good and venerable man, was committed to the grave. He now rests near the spot where, in 1807, he began his labors as a teacher, thus bringing together the commencement and close of a life, whose purpose it was to glorify God and bless mankind.

We have, in as brief a manner as possible, presented the principal events in the life of Cyrus Peirce, the first Principal of the first Normal School in America, whose name will ever be cherished with the most pleasing remembrance, by all those who intimately knew him, and by those who admire the noble work in which he so willingly sacrificed himself.

Mr. Peirce was the youngest of twelve children. His childhood was spent amid the genial influences of a country home, where he was tenderly nurtured by careful hands. He was happy in the spirit of love and freedom that breathed around the paternal fireside, and his naturally strong constitution was developed by the pure, fresh air, and the healthful exercise of the farm. Here he first opened his eyes to the wonders of Nature, and learned to read, from that sacred volume, the mysteries of the universe. Here his youthful mind received its first impressions of the great world before him, and his ardent spirit longed to be made acquainted with its hidden secrets. He was a thoughtful boy, and much inclined to meditate upon grave and serious subjects, yet he mingled freely with those of his own age, and entered with heart and soul into their sports. This was characteristic of the boy, as well as the man,—that, whatever he did, he did with his whole soul. He did not *half do* anything; he was not satisfied till it was done completely.

At an early age he was sent to the district school, and received such advantages as the schools of that date afforded. He did not learn rapidly, but surely. Others were fleetier, and went farther, but none advanced with a steadier movement. His parents, perceiving his inclination to study, determined to give him a liberal education, and sent him first to the Framingham Academy, and afterwards to the Rev. Dr. Stearns of Lincoln, to make his preparation. Here, he sustained the character of a pure and upright young man, remarkable, not for brilliancy, but for accuracy of scholarship. He was not like the meteor, that flashes for a moment, but like the steady shining of the evening star. As a student in college, he was noted for fidelity and perseverance. No lesson was slighted, even if it required him to trim the midnight lamp, to prepare it. His mind took a firm grasp of every subject of study, and did not slacken its hold until it had mastered it. Though his mind was slow in action, it was thorough in investigation, and accurate in reasoning. His true worth was not appreciated in college, on account of his slow utterance, and his inability, as well as unwillingness, to "show off." He was modest, candid and inquisitive. In *his* mind, the object to be attained, was *truth*, and this was ever before it. In after years, with reverent tone and manner, he often

closed the daily sessions of his school, with this simple exhortation, "Live to the Truth." The force of these words was felt in many a heart, and left an impress there. The memory of that benign countenance, as they fell from his lips, still lingers in all its freshness. They were only the utterance of a soul in daily struggle for a purer life, and a nearer approach to the Source of all Truth.

He completed his college course with a reputation for fidelity and perseverance in the performance of every duty, and for the strength of his religious and manly character. In these, lay the germ of his future greatness. As a student, no disgraceful act ever sullied his fair name.

He was naturally fond of retirement, and therefore spent a large portion of his time in his own room, surrounded by his books. His demands upon himself were severe in the extreme, and, when principles were at stake, equally so upon others. He would not depart a single hair's breadth from the *exact truth*, and required all, with whom he came in contact, to live up to the same high standard. The time which he daily devoted to study, was almost incredible. He seldom allowed himself more than four hours for sleep. This habit he continued through life, not, however, from choice, but from necessity. He was precise, and systematic, and slighted nothing. Throughout his college course, he prepared every lesson but one, at the proper time. This severity of study was not relaxed, when, after two years of absence from his *Alma Mater*, he returned to prepare for the ministry; and seldom has a young man left that ancient seat of learning, with a fairer reputation, or a stronger moral power. He carried with him, wherever he went, the impression that his thoughts were not alone upon earth. He was animated by a pure and lovely spirit, which shed a fragrance on all around. These traits of character were *conspicuous* in his student-life.

The condition of the schools, at the time when Mr. Peirce commenced his labors as a teacher, was very different from what it is now, and he entered upon the work with the noble object of elevating them. It would not be strange, if, with the inexperience of youth, he should, at first, adopt principles and methods for the government of his school, which he would, at some future day,

abandon. Indeed, it would seem even more strange, if he did not. Such was the case in respect to corporeal punishment.

It was the universal belief that the rod was necessary in the management of a school, and who would expect that the youthful instructor would, at the outset, act contrary to the popular opinion? In a paper, not intended for the public eye, he clearly stated the reasons that induced him to change his mode of discipline, which was thoroughly rigid. In this, as in everything else which he did, he acted from a sense of duty, and endeavored to inflict such punishments, as, in his judgment, the offence merited.

These, when viewed from his later and higher stand-point, would, in all probability, have been deemed severer, at times, than the ends of justice required. We find him now, however, moving rapidly but quietly about the school-room, not with the ferule and rod of authority in his hand, but with the power of love in his heart, and firm in the belief that he could produce a decided change in the character of his pupils by an appeal to higher motives.

The moral culture of the schools, he clearly saw, was, in many instances, sadly neglected, and he endeavored, with a noble enthusiasm, to set the example, in his own school, of careful and thorough moral training. The Bible was his chief guide. It is said, by one who knew him well, that his moral power was wonderful. He aimed to be, in every respect, what he would have his pupils. This sentiment comes trippingly from the tongue of many a teacher. With Father Peirce, it was a settled conviction that governed his whole conduct.

In his teaching, Mr. Peirce was rigid in exacting the truth. He assigned to his pupils tasks, which, in his opinion, were not above their capacities, and then he was unyielding. It was the pupil's duty to study and master the subject, and, if necessary, he must be made to do it. In this he was severe towards himself, and, therefore, could not be indulgent to others. No one was allowed to be satisfied with *partly* doing his duty; it must be wholly and completely done. He used to say that enough study would make a pupil master of everything that he was capable of learning. With him, "order was Heaven's first law;" and yet so kind and affectionate was he, so careful of the welfare of each individual

whom he thoroughly knew, that he was called, by common consent, *Father Peirce*.

He seemed to possess the power of *seeing through* boys, — of reading their thoughts, — of divining their motives. No one could easily deceive him. He studied carefully the character of each pupil, and therefore knew what instrumentalities to employ.

Those who visited his school for the first time, might suppose, from his quiet way, and peculiar method of instruction, that it was not sufficient to *rouse* the mind, and *fix the attention*. But such soon observed a scene of noble enthusiasm. Both teacher and pupil were subjected to a most thorough preparation. By worthy example and precept, he led every one gradually towards his own high standard of excellence. This he kept constantly before the mind — *excellence*, not *competition*.

Mr. Peirce was equally skilful in *seeing through* teachers. The culture of the heart and the affections, was, with him, superior to that of the intellect. He was eminently successful, on this account, in the selection of his assistants, who labored with indefatigable zeal for the accomplishment of the same great end.

By careful attention to the *little things*; by teaching thoroughly and accurately whatever he undertook; by infusing into his pupils a generous love for study, because they were made to understand; by the constant example of a pure life devoted to the elevation of the race, and by his self-sacrifice, he gained an honored name, and was sought for to test the utility of schools for the training of teachers.

The day on which Father Peirce commenced his labors in the Normal School was a dark one, but he was prepared to meet it. Before accepting the situation, he had counted the cost, and collected his forces. It was an enterprise in which he was willing to sacrifice his all; and, in the fulness of his faith, he was made strong. The path to success was a devious one, but his far-reaching eye saw its many windings, and a glorious triumph at last. The school opened with *three* pupils. How desolate the prospect! The experiment was a new one. Few, besides those actively engaged in it, understood the object sought. Some even ridiculed the idea as impractical and visionary; but he, however, perceived clearly the necessity of a better preparation for the work of teaching, and also the means to be employed to secure that end.

As the hero gathers courage from the approaching danger, and girds himself for the certain conflict, so he, armed with faith and trust in God, grew stronger as the clouds darkened around him, and went forth, on his mission of good, undaunted, and almost alone. When even the stout heart of Horace Mann well-nigh faltered, Father Peirce, with calmness and serenity of manner, was always ready to cheer and encourage. In *his* mind, there was no obstacle too great to be surmounted; and he pressed boldly forward, resolved that, with the help of God, it *should be* surmounted. With him, nothing seemed impossible. And to-day, by his means, in an eminent degree, Massachusetts has the honor of establishing the first Normal School in America. Now she has not *one* school with *three* pupils, but *four* schools, with between four and five hundred pupils. Other States have imitated the noble example of Massachusetts, and established similar institutions. What a contrast! and how has it cheered the heart of this pioneer!

It may safely be said, that he inaugurated a new epoch in the manner of teaching in our common schools. He devoted much time to elementary instruction, which he deemed the most difficult, as well as the most important. In this department, he had found teachers the most deficient. Reading he regarded as a very important study; and his exercises in that branch were considered models.

There was nothing that pertained to school duties which he did not personally inspect. He was up early and late, attending to the most menial matters. His *own eye*, as well as his *heart*, was *upon* all, and *in* all that concerned the success of his work. By this great mental and physical labor, he induced that disease which caused him a great amount of suffering, and finally terminated in his death.

Father Peirce was of medium stature. His features were quite irregular, but his countenance was benign, and deeply impressed one with the idea of his goodness. He was not superior as a scholar; but he made the best use of all his talents. To all, he was kind and affectionate. He was, at a time when it tried men's souls, a bold advocate of peace and temperance, and an inveterate foe to slavery. He possessed great fixedness of purpose, and moral courage to follow the dictates of his own heart.

As an educator, Father Peirce was a man of mark. He had a noble and comprehensive mind, warmed by a deep religious element. He was earnest, devoted, and self-sacrificing. His character, in a word, was that of completeness.

There are many incidents that might be mentioned to illustrate the most prominent traits in his character ; but we are obliged to omit them, as we have already exceeded our intended limits.

B.

FAILURES IN TEACHING ILLUSTRATED SCIENCE, AND THE REMEDY.

THE prodigious impulse which chemistry and natural philosophy have of late given to the useful arts has secured for them a respectable share of the time and expense in our system of public school instruction. The encouragement given to purely scientific schools, and the increasing facilities afforded for scientific illustrations in our public schools of higher grade, show a growing appreciation of the important relations of these sciences to human welfare and comfort.

Notwithstanding their admitted importance, however, a strange misapprehension prevails in regard to the qualifications requisite for teaching them successfully. And, upon this head, allow us to offer a few plain remarks, not so much by way of censure, as for the purpose of suggestion.

Every careful observer knows that, as a whole, no branches taught in our schools are more shabbily taught, or result in less positive benefit to the great mass of the pupils, than those of chemistry and natural philosophy.

It is claimed by every sound educator that, in order to teach English grammar, for instance, *successfully*, the teacher should not only have a clear comprehension of the theory of grammar, but should also be possessed of the art of illustration, so that he may be able to bring the ideas contained in the book clearly before the mind of the child. In this way only can he hope to interest, and permanently benefit, the pupil. So with arithmetic or geography ;

to teach them with the highest success requires not only a good understanding of these sciences, but ingenuity in illustration. Thus, in our normal schools, teachers undergo a special training in the *art* of teaching these common branches ; and the results are seen in the marked progress of the common schools of to-day as compared with the same twenty years ago.

Now, if it requires so much tact, such special training, to qualify teachers in these branches, should it require any less skill and training to qualify them for teaching well such sciences as chemistry and natural philosophy, the comprehension of whose principles is so largely dependent upon experimental illustrations ? We affirm, and not without reason too, that, in general, the results from the study of these sciences in the public schools are of less practical avail than those of any other branches taught. And now allow us to specify more in detail the faults in teaching these branches, as we view them.

First, teachers of these sciences too often fail to comprehend the subjects they attempt to teach. The scope of their investigations is too often limited to the book used by the class. They are, in a word, too servile to the text, and satisfy themselves with a mere *literal* recitation of its propositions. Such teachers never "fire up," and they kindle no fires of enthusiasm in the minds of their pupils. The beautiful facts of chemistry or natural philosophy are "all so dry — nobody can understand them — and what's the use ? "

Again, many teachers misapprehend the nature and importance of well timed experiments in connection with the study of these sciences. Such seem to regard a Philosophical Apparatus much as servant girls do a cabinet of toys for children, — as something to be taken down occasionally, and shown up for the *amusement* of the school, and after the play is over, to be set away again, with a degree of care proportioned to such ideas of its importance. Now unless illustrations are judiciously given, both as respects the time and manner, they will be of little avail. There is always a best time and a best way of illustrating the subjects of Natural Science to a class. It is not enough that the air pump, the electric machine, and the hydrostatic bellows be drawn forth once a year from a damp and dusty retreat, and made to contribute a medley of

sickly experiments in natural philosophy ; or that the course in chemistry be concluded with a few unintelligible explosions and showy illuminations. Such may satisfy the school of the faithfulness of the teacher, and convince the School Committee of the utility of their appropriation for Apparatus, but will never benefit either the pupils, or the community.

The eye is a decided help to the understanding of nature's laws ; and oftentimes a single, well performed illustration will give the child an idea of a principle in science which he could never acquire from a study of the book. How important, then, that the subjects of chemistry and natural philosophy be clearly illustrated ! But to do this, requires, as we have before hinted, a special training in the use of the instruments employed. Nobody ever learned how to use a pen or a needle, or to play at billiards, from reading essays on penmanship, plain sewing, or billiards ; so no teacher ever became a successful demonstrator of chemistry or natural philosophy, who trusted to books, and shunned the *manual drill* of the laboratory.

Confidence lies at the two extremes of knowledge. Hence we occasionally find a teacher entering upon the duties of a class demonstrator, and relying with confidence upon his diploma and textbook for success. Unless he be a scientific prodigy, bungling experiments, mutilated instruments, tedious recitations, and general failure must result. To be able to operate an air pump, or a galvanic battery, without harm or failure, or apply heat to a glass retort without breaking it, or collect gases without waste or accident, is no slight accomplishment ; even these simple operations are full of difficulty to the novice in practical science.

Thus, want of preparation on the part of teachers, renders a large proportion of the apparatus deposited in the schools of the State of no practical avail. Instruments of one hundred dollars' value, in the hands of a skilful teacher, will better serve the cause of education, than those of a thousand dollars' value entrusted to a bungler in science.

If the above statements be correct, should not this subject receive more attention from our leading educators ? Ought not Normal Schools and Teachers' Institutes to be provided with the means for teaching the art of scientific illustration ? An hour spent in

illustrating the proper use of school apparatus at each of our Institutes, would, we think, give a profitable, as well as agreeable, diversion; and would result in greater economy and success in the teaching of natural philosophy and chemistry in our schools.

A. W. S.

WILL THE COAL BEDS LAST?

PROFESSOR ROGERS, in his "Description of the Coal Fields of North America and Great Britain," annexed to the "Government Survey of the Geology of Pennsylvania," makes the following estimate of the quantities of coal in the principal coal fields of the world:

	Tons.
Belgium.....	36,000,000,000
France.....	59,000,000,000
British Islands.....	190,000,000,000
Pennsylvania.....	316,400,000,000
Great Apalachian coal field, (this name is given to the bituminous coal field which extends through parts of Pennsylvania, Ohio, Kentucky, Tennessee and Virginia).....	1,387,500,000,000
Indiana, Illinois and Western Kentucky.....	1,277,500,000,000
Missouri and Arkansas Basin.....	729,000,000,000
All the productive coal fields of North America.....	4,000,000,000,000

Upon these figures the Philadelphia *Ledger* makes the subjoined calculations:

"It will be seen that, at the present rate of consumption, 100,000,000 of tons per annum, the coal fields of Pennsylvania alone, would meet the demand for 3,164 years. If this consumption were doubled, viz: 200,000,000 tons, the great Apalachian field would meet the strain for 6,937 years. If it were quadrupled, viz: 400,000,000, the productive coal fields of North America would suffice for the world's supply for 10,000 years to come. To this we must add the consideration that new coal fields are brought to light as exploration becomes more extensive and exact. Dr. Nordenskion, a learned Flemish traveller, who has just returned from a visit to the Arctic regions, announces that he discovered anthracite coal as far north as Spitzbergen. One of the most remarkable features of the coal system of the globe, is, its liberal distribution over the northern hemisphere, where it is most needed. And it will probably be found in the still unexplored regions of Central and Northern Asia."

Resident Editor's Department.

TEACHERS' MEETINGS.

THE MIDDLESEX COUNTY TEACHERS' ASSOCIATION held its fourteenth Semi-annual Meeting at Lexington, April 6th and 7th.

Lectures were delivered by Mr. Reed, from the Brimmer School, Boston, on "*Ourselves*;" Rev. Lyman Whiting, of Providence, on "*The Pleasures of School Keeping*;" and George Sumner, Esq., of Boston, on "*The Effects of Education upon the Condition of Society, as illustrated in Germany, France, Ireland and Greece.*" Mr. Louis Munroe, of Somerville, made an Address upon "*The Culture of the Vocal Organs.*" Interesting discussions were held on "*The True Function of Text Books*;" and "*Ourselves.*"

The death of Father Cyrus Peirce was announced, and, after some remarks made by Mr. N. T. Allen, and W. E. Sheldon, both of Newton, the following Resolutions were unanimously adopted:

Whereas the Association learned of the death of Father Peirce, the first Principal of the first Normal School in America, and the first Normal School for females in the world; therefore,

Resolved, That, in the death of our friend and associate, the cause of education has lost an earnest, faithful and efficient laborer.

Resolved, That, in this event, we deplore the loss of one loved and revered, not only as the true teacher, who, in imparting knowledge, inspired a love for it, but a faithful friend and counsellor, who illustrated his noblest teachings by a life singularly pure and worthy.

Resolved, That, in him, we recognized an able, persistent advocate of a more efficient moral and religious training in our schools.

Resolved, That, as teachers, we are conscious of our indebtedness to him as, in a peculiar sense, a teacher of teachers, and as a daily example, standing up, not before the world only, but especially before us, as a burning and shining light, to guide us in the way of goodness and truth.

Resolved, That we, as teachers, should drink more deeply of his conscientious Christian spirit, and adopt his motto, "Live to the truth in our whole lives."

The following officers were chosen for the ensuing year: President, James S. Russell, of Lowell; Vice Presidents, W. E. Sheldon, L. H. Buckingham, George N. Bigelow, of Framingham, Charles Hammond, and Edward Parker, Jr.; Secretary and Treasurer, John Wilson, of Somerville; Executive Committee, Samuel Belmont, W. A. Stone, Daniel Mansfield, Edward Howe, J. B. Morse, D. P. Galloup, G. E. Allen, G. N. Bigelow, of Brighton, and H. L. Chase.

Having passed the customary Resolutions of thanks, the members separated, to meet again next October, at West Cambridge.

THE ESSEX COUNTY TEACHERS' ASSOCIATION held its sixtieth meeting at Salem, April 6th and 7th. The morning session on Friday was opened with prayer, after which Mr. Briggs, of the Salem School Committee, welcomed the teachers in an appropriate address. An Amendment to the Constitution was proposed and adopted. Professor A. Crosby read a paper on "*School Examinations*." The following questions were proposed and ably discussed: First, Ought the committee and parents to come in and examine the scholars when they see fit, or ought the school-room to be the teacher's castle? Second, Ought they to do it without giving notice? Third, Ought the examination to be oral or in writing? Fourth, Ought the examination to be conducted by the teacher or others? Fifth, Ought it to be an exhibition?

Lectures were given by Rev. John Pike, of Rowley, on "*The Appropriate Culture of the School Room*;" Rev. Samuel J. Spaulding, of Newburyport, on "*The Bible in Common Schools*;" and Professor Charles Ansorge, of Dorchester, on "*The Teachers of Prussia and the Teachers of America*;" each of which was followed by an interesting discussion. The claims of the "*Massachusetts Teacher*" were presented, and thirty-two new subscribers obtained. Resolutions expressing the sentiments of the Association relative to the deaths of Rev. Mr. Case, Cyrus Peirce, the first Principal of the first Normal School in America, and Dana D. Colburn, were moved and adopted.

After the usual complimentary Resolutions, and the singing of Old Hundred, the Association adjourned to meet next October, at Lawrence.

HOME EDUCATION MEETINGS. — The series of meetings held at the State House this winter, have been quite successful, and their influence will be felt in many distant homes. We trust that Rev. Warren Burton, who originated these meetings, will live to reap the rich fruit of his labors. "Young America" would be less overbearing, but more courteous and deferential, if 'Old America' understood and endeavored more thoroughly to educate the young.

The next meeting of the "National Teachers' Association," which was to be held in Wisconsin, will be held at Buffalo, New York.

INTELLIGENCE.

PERSONAL. — Professor *Alonzo Gray* died at Brooklyn, N. Y., March 10, aged 52. He was well known as a writer and teacher of Natural Philosophy and Mathematics. — Mr. *V. H. Deane*, Principal of the High School at Newton Centre, has resigned his place on account of ill health. A beautiful silver pitcher and salver were presented to him on the close of the examination of the school. — Captain *Richard Girdler*, of Boston, has been appointed by the Governor to the charge of the State Ship, to teach two hundred boys the nautical art. The boys are from the Reform School at Westboro'. The captain is said to be peculiarly adapted to the post. — Mrs. *Lord*, late of Cincinnati, Ohio, has been appointed

Principal of the Female Seminary at Gorham, Me. The vacancy was caused by the promotion of Mr. Weston to the Superintendency of the Schools of Maine. — The Committee, to whom was entrusted the charge of procuring a statue of *Horace Man*, have decided to give the work to Ball Hughes. The statue will cost \$10,000. — Mr. *Henry Chase*, Principal of the West Grammar School in Watertown, on March 31, was made the recipient of a purse of \$75, as a testimonial of esteem on the part of the people. — *M. Jullien*, the famous man of "monster concerts," died in Paris, in a lunatic asylum, on March 16, aged 48. While laying plans for another extensive and magnificent orchestral campaign, he became harassed with pecuniary troubles to such an extent that first his health, and then his reason gave way.

MASSACHUSETTS. — Forty candidates applied, on March 29, for admission to the Westfield Normal School. There are now over 140 students at this institution, which is about fifty more than the building can properly accommodate. — The Bridgewater Normal School numbers now upwards of eighty, including 39 in the entering class. — George Sumner, Esq., (brother of Senator Sumner,) has just returned from the West, having delivered, from November 1st to March 15th, *one hundred and two* lectures, which is more, probably, than has been given by any other lecturer during the winter. Bayard Taylor probably stands next, having delivered eighty-four lectures. — A Primary schoolhouse was set on fire and consumed in Charlestown, on April 8. — By the Reports of the State Almshouses at Tewksbury, Monson, and Bridgewater, it appears that from five to eight hundred dollars a year is expended for tobacco, snuff, and pipes. It is strange that the superintendents and inspectors of these institutions should approve of an expenditure not only so useless, but positively injurious. It is by means of such expensive and pernicious habits, that some of these very paupers are brought to these institutions, and, instead of improvement or reformation here reaching them as it should, they are encouraged to continue in these vicious habits. — A large and elegant structure, to be used as a hall for the students of Tufts College, Somerville, is being built. — A new house for the President of Harvard College will be built this summer, a fund of \$20,000 being available for that purpose. — It is expected that a meeting of the Board of Education will be held the latter part of April to fill the vacancy occasioned by the resignation of Ex-Governor Boutwell. All the gentlemen, whose names have been mentioned in connection with the office, are deeply interested in the cause of education. The teachers of this State would prefer a man who understands not only the general outlines of education, but also its details, which can be acquired only by teaching and study. — Three school districts in *Bridgewater* have become united in one large district. A spacious and commodious schoolhouse is in process of erection. The efforts of some citizens to open a high school have been defeated. — The usual appropriations for schools have been made in the towns of this State. Taunton appropriated \$14,000; Dorchester, \$24,000; Norton, \$15,000; Dartmouth, \$3,500; Seekonk, \$1,700; Boston, \$389,650; Dedham, \$12,195. — The Francis Street Primary Schoolhouse, at Roxbury, a two story wooden building, was set on fire and destroyed on the 26th of March. Loss, \$3,000. — By a new regulation of the Boston School Committee, the reading of the Scriptures in school by the children, and the recitation of the Lord's Prayer is no longer required. The devotional exercises are to be

conducted by the teacher. — Two of John Brown's daughters are attending Frank B. Sanborn's school, at Concord, Mass. A subscription opened for the family, among the colored people in the West Indies, has already amounted to \$1,000. Mrs. Horace Mann has bought a residence in that town for herself. — Miss Cummins, author of the *Lamplighter*, has gone to England, to superintend the issue of a new work of hers, to be published simultaneously in London and in Boston. — Mr. William Hathaway Forbes, who committed the assault upon J. M. Hilton, in the Appleton Chapel, at Cambridge, on the 12th of January, has been fined \$50 and costs. — Rev. Henry C. Alexander, eldest son of the late Dr. J. W. Alexander, now preaching at Charlotte Court House, Va., has been appointed Professor of Rhetoric and Logic at Princeton. — The *Amesbury Villager* says that the Rev. Benjamin Sawyer has served on the School Committees in the towns of Amesbury and Salisbury for thirty-five years. — Mr. A. E. Scott, formerly of the Center Abington High School, has been appointed Principal of the High School in Lexington, Mass.

At a meeting of the voters of Brighton, April 16, it was voted to purchase a lot of land for the purpose of erecting a Primary School House thereon, at an expense not exceeding forty-six hundred dollars. Also, to purchase, of Stephen H. Bennett, Esq., a lot for a Grammar School House. Immediately after the vote to purchase of Mr. Bennett, that gentleman rose, and made the town a gift of the lot, which is worth about two thousand dollars. The gift was received with "three times three" for Mr. B., and six thousand dollars was appropriated for a school-house. Voted, that the thanks of the town be tendered to Mr. B., and that the school be called the "Bennett Grammar School." No town in the vicinity of Boston is better provided with school facilities than Brighton, and its liberal expenditure for schoolhouses and schools is an evidence of the intelligence and public spirit of its inhabitants.

VANDALIC. — *The Ohio Educational Monthly* says:—"The winter of 1860 will be held in lasting remembrance for attempts to overturn the school systems of many of the States. We have elsewhere registered the downfall of our library law. A score of bills and resolutions are now — March 20 — before our General Assembly for still more radical modifications. Should one-half of these measures pass, our boasted school system will be left a wreck and ruin.

"Among the efforts made are these:—To retain, in each county, the funds collected in the county; that is, greatly increase the school revenue of the wealthy counties, and diminish, to a corresponding extent, those of the poorer counties; abolish the office of School Commissioner; abolish township Boards of Education, and return to the old district plan; no County School Examiners, but let the local directors examine their own teachers; no High Schools to be supported by public funds, and none but *Common* Schools. Superintendents of city and village schools to be numbered with other discarded superfluities. There are few that would ask for all these "reforms," but each has its advocates. These changes would send us back to the dark ages of popular education in Ohio. But it is our opinion that few of these measures will pass — thanks to the vigorous opposition of the friends of popular learning.

"But we are not alone in troubles of this character. We learn that the liberal

and excellent school system of Wisconsin is in even greater peril than our own. Chancellor Barnard is exerting all his great influence to keep it off the breakers; or, rather, to keep the *breakers* off it.

"Old Massachusetts, the land of Mann, Sears, and Boutwell, has among her brave and accomplished sons, those who cry against her school system, even as did the heathen of Edom against Jerusalem — "*Rase it, rase it, even to the foundation thereof.*" Numerous petitions ask for the repeal of all the distinguishing features of their school laws."

"But the blessed old Bay State says 'No, sir,' to each foe of her noble school system."

UPPER CANADA. — The Annual Report of the Normal, Model, Grammar and Common Schools in Upper Canada for the year 1858, is a document which does honor to the Province. The Report of E. Ryerson, Chief Superintendent of Public Instruction, fills 136 pages; and 200 additional pages contain Special Reports of local Inspectors on schools, libraries, etc. Not being able of giving, in a small space, a complete review, we will make only a few extracts from the statistical tables, and close with some selections.

Pupils between 5 and 21 years old, 293,683, an increase (+) of 21,046 on that of 1857. Children between 5 and 16 years, who attended schools, 267,383, (+19,949). Male teachers employed during the year, 2,965 (+178); female teachers, 1,237, a decrease (—) of 59. Of these, 856 were first class teachers, 2,364 belonged to the second class, and the rest were ranked into the lowest class. Average salary of male teachers for the year, \$454, (—\$7); female teachers, \$242, (—\$12.) Schoolhouses reported, 3,694; of which 352 are of brick, 244 of stone, 1,505 of frame, 1,573 of logs. 158 new schoolhouses were built during the year. School visits reported, 58,941, of which 4,360 were by clergymen. Educational lectures delivered, 2,957 (+417). The schools were kept open on an average ten months and twelve days, (+6 days). In 1,708 schools, the daily exercises are opened and closed with prayer (+159); the Bible or Testament is read in 2,510 schools, (+95). The advantages resulting from a uniform system of text books have been secured. Books sanctioned by the Council of Public Instruction, are almost universally adopted.

Total receipts for Common School purposes, \$1,244,488, (—\$49,927), including the Legislative Grant, which amounted to \$133,000. The educational public libraries in the Province contained 532,893 volumes (+41,359), of which 167,765 belonged to public schools, 254,489 to Sunday schools, and 110,639 to other institutions.

Of public school library books, there were 29,400 volumes of History; on Zoology, 12,098 volumes; on Botany, 2,174; on Natural Phenomena, 4,891; on Physical Science, 3,749; on Geology and Mineralogy, 1,400; on Natural Philosophy, 2,674; on Chemistry, 1,183; on Agriculture, 7,390; on Manufactures, 7,476; General Literature, 16,359; of Travels, 12,478; of Biography, 18,406; Tales, 45,654; Teachers' Library, 1,799.

The total value of maps, libraries, apparatus, prize and school books, supplied from the Educational Depositories to municipalities and school sections, during the year, is \$22,765. The Report says:

"The books for libraries, and maps, and apparatus of every description, are furnished to the remotest municipalities and school sections in Upper Canada, at lower

prices than they are retailed to the public in London, Edinburgh, Boston, New York, or Philadelphia; in addition to which one hundred per cent. is added to the local contributions of our municipalities and school sections for these purposes."

There is a small fund (\$4,000) allowed for the relief of "superannuated, or worn-out" teachers. The average age of 147 male, and 8 female teachers was 65 years, and their average period of service, 21 years.

The Normal Schools are in a good condition. Of 358 students, who were admitted during the year, 186 had been teachers. It was also anticipated, that the Model Grammar School, not long opened, would be quite successful. The Educational Museum has been visited by many persons from all parts of the country, and from abroad.

The Schools are either *Common* or *Separate* Schools. While all share the benefit of the Legislative Grant, the former are mainly sustained by a town tax, the latter by private individuals or churches. There are less than a dozen Protestant Separate Schools in the Province, and these seem to exist under peculiar circumstances. On the other hand, great efforts have been made to establish and increase the Roman Catholic Separate Schools, and especially under the new Act, the provisions of which were framed by the supporters of the Roman Catholic Separate Schools, in contradistinction to the separate school clauses of the law, which had been framed by the Chief Superintendent, after full and free consultation with the ecclesiastical leaders of the Catholic school movement.

From a comparison of statistics, it is clear that the Roman Catholic Separate Schools have received twice as much from the Legislative Grant as the Public Schools, in proportion to the work performed, or the number of pupils taught by them, and that the supporters of these Separate Schools have not done one-fourth as much as the supporters of Public Schools in proportion to the amount of Legislative aid granted to them.

The following quotation from the General Report will be of value to any one who desires to get some reliable information on this point:

"The supporters of separate schools are exempted from the payment of any public school taxes in the school divisions in which their schools exist; they are exempted from the county school tax, for a sum equal to the Legislative Grant apportioned to the county, as a condition of receiving it; nor are they, like the supporters of public schools, required to employ teachers who have appeared before the County Board, to be examined and obtain a certificate of qualification, as each Board of Separate School Trustees can examine and give a certificate of qualification to any teacher whom it thinks proper to employ. The supporters of Roman Catholic Separate Schools were exempted from all these conditions, which are required on the part of the supporters of public schools, because they complained of them as a burden, and as restrictive upon their own voluntary action. The only conditions required of them, as the law now stands, are, — that each supporter of a separate school should notify the Clerk of his Municipality, before the 1st of February in each year, that he is, for that year, a supporter of a separate school; and that the separate school be kept open, at least, six months of the year, and reported half-yearly and yearly according to blank forms provided, the two latter conditions being required of the trustees of the common schools in each section throughout Upper Canada. The trustees of Roman Catholic Separate Schools have also the same corporate powers to levy and collect rate-bills and property rates from their supporters as have the trustees of public schools or municipal councils. The Legislative School Grant is likewise distributed to each separate school according to the average attendance of pupils, precisely as it is

distributed to every public school in every school section in Upper Canada: and maps, apparatus, and books, are furnished to separate schools by the Educational Department upon the same conditions as to the public schools.

"I make these remarks to correct again the truthless and absurd statements and representations which are still authoritatively repeated by some parties, and in some newspapers, as to the Roman Catholic Separate School Law of Upper Canada; whereas, under that law, the supporters of separate schools have fewer obligations to fulfil than the supporters of public schools—have the most free scope for the exercise of the voluntary principle, and also the power to levy such rates as they please upon all of their own persuasion who prefer the separate to the public schools.

"If, therefore, the Roman Catholic Separate Schools are of little account, and feebly supported in comparison with the public schools, it is because the supporters of separate schools are less concerned and energetic in the education of their children than are the supporters of public schools, and isolate themselves from the latter in order to avoid paying municipal and public trustee school rates, rather than to employ greater efforts for school purposes; or because, in spite of all appeals and influences to the contrary, the progressive portion of the Roman Catholic as well as of the Protestant population prefers the public schools to separate schools, combined action to isolated action, the principle which is the *magna charta* as well as characteristic of a free people, to the principle that has been the prop of every despotism which has oppressed mankind; the principle which makes a good education the right of every child in the land, to the principle which, in every land where it has prevailed, has left the great majority of the most needy classes of children in ignorance."

LOWER CANADA. — We have received a copy of the *Report of the Superintendent of Education for Lower Canada, for the year 1858*, from which we gather the following statements.

Mr. Pierre J. O. Chauveau, Superintendent of Education, says, in his Report, that the three Normal Schools contained 213 students, and have made all desirable progress. Connected with the McGill Normal School is a Model School, with 300 pupils, and an Infant School, with 120 scholars. Number of Schools in the Province, 2,985 (+39); pupils, 155,986, (+7,188); children between five and sixteen years of age, about 320,000; children between seven and fourteen, (the limits fixed by law as those within which attendance at the Common Schools is compulsory), 157,819, of whom 102,963 attended schools. The contributions for schools amounted to \$459,396, (+\$35,188); and for erection or repairs of school-houses, to \$88,372 (+\$9,584).

The sum of £17,000 has been distributed among the institutions of superior education.

The Reports of the Inspectors represent the same difficulties, and suggest the same remedies, as those of former years. The obstacles to be overcome are still the same: "1. The conduct of many of the Commissioners, elected as they are on account of their disposition to save the money of rate-payers, rather than for their qualification for so important an office. 2. The excessive number of schools, and the insufficiency of the salaries paid to the teachers. 3. The too great facility with which the Board of Examiners grant diplomas to incapable teachers, particularly females. 4. The want of maps, pictures, globes, books, and other necessary articles, and the insufficiency of the furniture in many schoolhouses. 5. The lack of uniformity in the choice of school books. 6. The too great range of the scheme of tuition in many elementary schools. 7. The indifference of many com-

missioners, who neglect to visit the schools. 8. The remissness of the children, particularly of those between 12 and 16 years of age, in attending school."

"The progress made consists in the abatement of these evils in many municipalities; and, to whatever extent they may still be found in many, we congratulate ourselves, that, though we do not, in all places, reap the full advantage of the law under which we act, its general justice and liberal intent are well understood and appreciated."

NEW YORK. — *Sewing Machines.* — The efforts of Mr. H. L. Stuart to make the sewing machine a part of the school apparatus, have been quite successful. Having failed in winning the interest of the members of the Board of Education for his scheme, he placed fifteen sewing machines into different schools of various grades. This was done six years ago. That no partiality might be charged against him in favor of any particular machine, he proposed to let the teachers select any one that, on examination, they might prefer. The March number of the "*New York Teacher*," in a valuable article, publishes letters from the President of the Elmira Female College; Professor W. F. Phelps, Principal of the N. J. State Normal School; Professor H. M. Pierce, Principal of the Rutgers Female Institute; and four Masters of Public Schools in Brooklyn and New York city; all of which speak of the success which has attended the introduction of the sewing machine into their schools. Encouraged by recent experience, Mr. Stewart offers the following "*Proposition to the Young Ladies, Pupils of the Normal and Common Schools.*"

"The following premiums will be awarded, on the receipt of verified specimens of the handiwork of each competitor before the first day of June, 1861:

"To the Normal School of any state or city of the Union that shall furnish the largest class of well trained instructors and operators on the Sewing Machine, not less than twenty-five in number, within the twelve months following the first day of May, 1860 — One \$80 *Wheeler & Wilson Sewing Machine.*

"To the Common School of the United States that shall give instruction in the use of the Sewing machine to the greatest number of pupils, not less than twenty-five in number, within the next twelve months, beginning with the first day of May, 1860 — One \$80 *Wheeler & Wilson Sewing Machine.*

"The awards will be made by the following Committee: James Cruikshank, Miss Mary L. Booth, Hon. S. S. Randall, Mrs. C. H. Gildersleeve, and Dr. Levi Reuben.

"Communications and specimens must be addressed to James Cruikshank, Albany, N. Y."

THE WILL OF JOHN ROSE. — In the will of John Rose, in addition to the bequest of \$300,000 to the City of New York for the purpose of founding an agricultural school, he donates \$3,000 to the town of Wethersfield, Conn., the native place of the donor, and \$2,000 to the town of Rocky Hill, Conn., on condition that these amounts be invested in farms for the benefit of the poor. \$5,000 is also donated to the Orphan Asylum of Charleston, S. C.

PENNSYLVANIA. — Hon. Thomas H. Burrowes has been appointed State Superintendent of Schools in this State. Mr. B. occupied the same position several years ago. He is well qualified for the office, and is widely known as a firm friend

of popular learning. For some years past, he has edited the Pennsylvania School Journal. Mr. Hickock, the recent Superintendent, who declined a reappointment, has been an efficient officer.

OHIO. — We are sorry to see that, on the 29th of February, the library law has been repealed by the Legislature. The Committee made an able report against repeal; and this was followed by an earnest debate, which continued for two days. No question has excited so deep and general an interest during the whole session of the Assembly. The bill was passed by one majority in the Senate, and 48 against 45 in the House. Among the facts and influences which are stated as having secured the repeal of the law are the following ones:

"It was argued with much force, that providing libraries for the people is not a legitimate function of government; that the State might, with equal propriety, furnish the people with potatoes, as with books. In some townships, the libraries are badly managed, and of little utility. The State is oppressed by the amount of taxes every year levied and collected. It requires almost a million of dollars to pay the annual interest on the State debt, and four hundred thousand to carry on our school system. Retrenchment must be practised in all possible ways. The eighty thousand expended for books must be cut off, and relief to that extent secured. Many members came to the Assembly, pledged to go for retrenching expenses to the utmost practicable limit. The law is oppressive to Hamilton and certain other counties, inasmuch as it takes from them more than it returns, property being the basis of contribution, and population the rule for distribution."

The spring term of *Antioch College* has opened under very favorable auspices. Quite a number of new students are on the ground, and very many of the old ones, who had gone off to teach during the winter, have returned. A little difficulty has sprung up with some of these last, on account of a recent rule of the college, requiring those who leave the school during a term or more, to pay half tuition for the time they are absent. It is to be hoped that the wisdom which has always heretofore characterized the action of the board of trustees, will not fail them now, and that they will speedily correct a mistake which the writer of this cannot but regard as both radical and pernicious.

NORTH CAROLINA. — A lawsuit, which has been pending for some time between the Davidson College and the heirs at law of the late Maxwell Chambers, Esq., has been compromised by the parties. The college will receive about \$200,000 from the estate. The new college building is nearly completed. Rev. D. Lacy, D. D., the President, has tendered his resignation to the Board of Trustees. Professor Fishburn has also resigned the chair of Greek Literature.

The *Times*, a good weekly paper published at Greensboro', is trying, in various ways, to draw out and develop the composing faculties of the South. It says, in one of its last numbers, under the heading, "A Change Demanded:" — "And thus it has been with the *time-honored* custom of sending north for every species of family reading. The custom has age but not character; the quality of the reading, and the manner in which the South has been treated in return for her patronage, do not give character to the custom, but hang heavy weights to the guilt of neglecting our home interests and home institutions. We are, as a people, guilty. The guilt hangs heavily upon us. It weighs us down. There is no remedy but to

remove the guilt. It ought to be done; it can be done; but it must be done individually. Each for himself must act his own part, independently of the actions of his neighbors."

CONNECTICUT. — Mr. Caleb Bosworth has succeeded Mr. Gaylord as Principal of Ashford Academy. — The teachers of New London hold monthly meetings, which are well attended. — Mr. C. C. Kimball, Principal of the Webster School, New Haven, has resigned his situation on account of ill health. — The next annual meeting of the Connecticut Teachers' Association will be held at New Haven during the last week of May.

WISCONSIN. — The cause of Popular Education does not seem to have met the favor of all legislatures during the past winter. The law-makers for Wisconsin failed to perfect the Township Library System, and matters in reference to it remain the same as before the session. The tax has been collected, the ten per cent. have been withdrawn from the school fund, and the money will remain in the Treasury, drawing no interest, and doing no one any good. The time of the annual apportionment of the School Fund has been changed from March to June. Henry Barnard, Agent of Regents of Normal Schools, gives notice that, from March 22 to May 31, eighteen Teachers' Institutes will be held in the State.

KENTUCKY. — The Kentucky Teachers' Association, which met at Paris during the last Christmas holidays, has made preparations to hold a great meeting with the teachers of Tennessee, at Mammoth Cave, this summer.

KANSAS. — From the Annual Report of S. W. Geer, Superintendent of Public Instruction, we learn that there are at present in the Territory, 222 organized school districts; 7,029 persons between 5 and 21; and 136 districts in which schools are kept with 2,087 children enrolled. \$7,045 was raised to build school-houses, and the sum of \$13,117 was paid for instruction; about half of which was raised by private subscription.

FRANCE. — The Mayor of Douai, in a circular to the communal schoolmasters, expresses his determination to put down the precocious habit of smoking, which he learns, by the reports of the police, prevails to a deplorable extent among the boys of that city. He therefore desires all the schoolmasters not only to mark down for punishment all children whom they may see smoking in the streets, but to search the pockets and portfolios of the scholars from time to time, and to take away all cigars, cigarrettes, pipes, and tobacco, which may be found. He authorizes the most severe punishments, and will sanction any measure which the schoolmasters may devise to check the growing evil. — *Upp. Can. Journ. of Education*.

INCREASING LIBERALITY. — The Prussian Government has removed the restrictions which prevented Jewish Students from graduating at the University of Konigsberg.

LIBERIA. — President Benson says, in his Fifth Annual Message: — "The townships within the Republic, with very few exceptions, are amply provided with schools. Yet it is my purpose, so soon as the taxation law begins to operate successfully among the aborigines, to establish, under the provisions of an existing law, at least one common school in each county — the number to be increased in the future as circumstances may justify — for the special, though not exclusive tui-

tion of native youths. If they be known as government schools, specially established for their benefit, and the services of efficient teachers are secured, I am sanguine that they will be well attended by youths as well as middle-aged persons. And since they will pay their taxes cheerfully, and otherwise contribute to the support of the government, and, to a considerable degree, no longer feel an estrangement from, but identified with us, it seems but the reasonable duty of government to at least make this commencement for their education and training, which will at once increase our claim upon them, and their attachment and respect for us, as one people, having one common interest. — *Colonization Herald*.

✎ We owe an apology to our readers for calling their attention, on page 157 of our April number, to an advertisement which did not appear in the subsequent pages. Those who wish to obtain back numbers of this publication will find the necessary information in this number.

✎ Teachers of chemistry and natural philosophy will be interested to read the advertisement of Mr. A. W. Sprague, who contributed an article to this number.

✎ Subscribers will please to bear in mind, that, *after the first of July*, the subscription price for the Massachusetts Teacher is \$1.50.

CORRECTION — Page 147, line 10 read: "*punitive*" for "*primitive*."

BOOKS RECEIVED.

SIXTH ANNUAL REPORT of the Board of Education of the City of Chicago, for the year ending February 1, 1860.

AMERICAN NORMAL SCHOOLS: their Theory, their Workings, and their Results, as embodied in the Proceedings of the First Annual Convention of the American Normal School Association, held at Trenton, N. J., August 19 and 20, 1859. New York, Barnes & Burr. 1860.

We intend to notice these Reports in one of our next numbers.

THE PULPIT AND ROSTRUM. A Tribute to the Memory of Washington Irving. An Address by Hon Edward Everett before the Massachusetts Historical Society. Delivered at Boston, December 15, 1859. — A Sermon by Rev. John A. Todd, delivered at Tarrytown, December 11, 1859. New York, H. H. Lloyd & Co., 348 Broadway.

CATALOGUE of Globes, Maps, and School Globes, manufactured by Moore & Nims, Troy, New York.

EIGHTEENTH Annual Catalogue and Circular of the Young Ladies' Institute, Maplewood, Pittsfield, Mass. New York, Wm. Rose, 1859.

POEM AND VALEDICTORY, delivered at the Semi-annual Examination of the State Normal School, Bridgewater, Mass., Tuesday, July 26, 1859. Printed by request. Salem, 1859.

THE CONGREGATIONAL QUARTERLY, April, 1860. Conducted under the Sanction of the Congregational Library Association, and the American Congregational Union, by Revs. J. S. Clark, D. D., H. M. Dexter, A. H. Quint, and J. P. Langworthy. Boston, Congregational Building, Channing Street.

BOOK NOTICES.

ELEMENTARY ANATOMY AND PHYSIOLOGY. For Colleges, Academies, and Other Schools. By Edward Hitchcock, D. D. LL. D., of Amherst College; and Edward Hitchcock, Jr., M. D., Teacher in Williston Seminary. New York, Ivison, Phinney & Co. Boston, Brown, Taggard & Chase, 1860.

We consider this book as a work of great merit, which will be welcomed gladly in schools of a higher grade. It gives a condensed, yet clear exhibition of the leading principles and facts, presented in such language as will show at once the wisdom and experience of the "Old Professor," as well as the scholarship of his son; 373 illustrations, well chosen, and finely executed, give an additional value to the book. Microscopic and comparative anatomy are treated more fully, and in closer connection with the main subject, than has been done in other similar works. The book contains nine chapters. The first and second give preliminary definitions and principles, an account of the bones or framework, and the muscles, or moving powers of the system. The next ones speak of the nutritive organs, the circulating system of the arteries and veins, the respiratory, vocal and calorific organs, the lymphatic and secreting system, and the nervous system, or the vivifying power. The eighth chapter treats of the inlets of the soul, or the senses; while the ninth contains religious inferences from anatomy and physiology. This last chapter is a new feature in a work like this; and will meet, we hope, the approval of teachers. The science of anatomy and physiology is prolific of religious applications, and the conclusions bear especially and exclusively upon points of natural religion on which, to our knowledge, people differ less in opinion than in action.

THE ATLANTIC MONTHLY. May, 1860. Boston, Ticknor & Fields.

We have just seen this new number, and found in it a highly interesting continuation of "The Professor's Story," and a review of Nathaniel Hawthorne, by Mr. E. P. Whipple, showing much acute criticism and sound judgment. A comparison of Webster's and Worcester's Dictionaries will be read with particular interest.